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A STUDY OF INNOVATIONS IN CALIFORNIA JUNIOR COLLEGE EVENING DIVISIONS, PART II.

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IN ORDER TO DEFINE THE ROLE OF THE EVENING DIVISIONS IN STIMULATING PROGRAM DEVELOPMENT AND INNOVATIVE PRACTICES, THE AUTHOR ANALYZED QUESTIONNAIRES RETURNED BY 12 COLLEGES. DATA FROM 30 COLLEGES OBTAINED SIMILARLY AND REPORTED IN AN EARLIER STUDY ARE COMPARED ON SUCH VARIABLES AS RATE OF GROWTH, AVERAGE ENROLLMENT, NUMBER OF COURSES OFFERED, AND FACULTY SALARIES. THE EXTENT OF USE OF PROGRAMED TEACHING MATERIALS, EDUCATIONAL TELEVISION, LANGUAGE LABORATORIES, TEAM TEACHING, CREDIT BY EXAMINATION, PASS-FAIL SYSTEMS, AND EDUCATIONAL MATERIALS CENTERS ARE ALSO DISCUSSED. A 21 POINT SUMMARY OF FINDINGS INDICATES EXISTENCE OF A FAVORABLE CLIMATE FOR EXPERIMENTATION IN THE EVENING DIVISION AND INCLUDES DISCUSSION OF ADMINISTRATIVE PRACTICES, EXTRACURRICULAR PROGRAMS, ORIENTATION, AND COUNSELING OPPORTUNITIES FOR THE EVENING STUDENT. A BIBLIOGRAPHY IS APPENDED. (AL)

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A STUDY OF INNOVATIONS IN CALIFORNIA JUNIOR COLLEGE EVENING DIVISIONS

PART II

MAY, 1966

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A STUDY OF INNOVATIONS IN CALIFORNIA JUNIOR COLLEGE EVENING DIVISIONS

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CHAPTER I

INTRODUCTION

This paper is the report of a continuation of a study previously done of eighteen junior colleges located in Southern California[1]. The purpose of the original study and this continuation study was to determine the nature and scope of innovations that have been made in the evening divisions of these California Junior Colleges. This report covers a study of colleges located primarily in Northern and Central California. Reports from Glendale and Mt. San Antonio Junior Colleges, located in Southern California, were included in this study because they were received too late to be included in the first study. This later study permitted some comparisons to be made between Northern and Southern California Junior Colleges. It also permitted a more representative overview of all California Junior Colleges.

The report is divided into three main parts: Chapter II, The Results of the Study; Chapter III, Conclusions and Comparisons; and the Appendices. Chapter II contains information obtained from a questionnaire survey of selected junior colleges in California located generally north of Bakersfield. A copy of the questionnaire used in the survey is found in Appendix A. This is exactly the same questionnaire that was used during the first study. Improvements were needed in the foremat of this questionnaire, but no changes were made at that time to facilitate comparisons and summation procedures. Chapter II generally contains information received from the twelve colleges included in this study.

Chapter III generally contains comparative information between the Northern and Southern California Colleges where applicable and total information on the thirty junior colleges included in both studies. It is hoped that such information will be useful to anyone who is interested in recent innovations that these colleges have made in their evening programs. No claim is made regarding absolute accuracy in this report. Where obvious errors in reporting were made they were corrected. It is possible, however, that other errors were made on the questionnaires, and they have not been identified by the writer. If the reader finds such errors his services will be most appreciated in reporting them to the writer. In view of the fact that this report is also a continuation report and will lead to additional research, it is important that a high degree of accuracy be maintained.

An interesting study of administrative practices in university evening colleges was published in 1962.[2] The publication was written as a result of a questionnaire study of 111 deans and directors of the 141 university adult divisions which were then members of the Association of University Evening Colleges. The Emerging Evening College, by Ernest E. McMahon, New York: Bureau of Publications, Teachers College, Columbia University, 1960. 163 pp. is also an important reference in this field. A bibliography of other references is located in Appendix C.

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[1]Carroll Price, A Study of Innovations in Southern California Junior Colleges, unpublished report, Chaffey College, Alta Loma, California, 1966.

[2]Roger DeCrow, Administrative Practices in University Evening Colleges, 1962, Center for the Study of Liberal Education for Adults, 4819 W. Greenwood Ave., Chicago 15, Illinois, 74 pages.

CHAPTER II

RESULTS OF THE STUDY

In reference to Appendix B the average per cent of growth of the colleges in this study (~~nine~~ Ten college representatives submitted usable data) was 57.6 since 1961. If Glendale and Mt. San Antonio Colleges are not included in this total the average per cent of growth was 62.3 The evening enrollments at the colleges in this study represent an average of 56.5 per cent of the total enrollment, and ~~55.5~~ 55.4 per cent if the two above-mentioned colleges are not counted.

The colleges reported an average of 8,255 students enrolled in both day and evening programs during the fall semester, 1965. They also reported an average enrollment of 4,572 students in classes beginning after 4:30 P. M. during the same semester. Over one-half (55.4 per cent) of the total students enrolled in these schools, on the average, were enrolled in the evening college.

The colleges reported an average of 3,385 adults enrolled in evening classes (In California an adult is defined as any student who is 21 years of age or older.). and enrolled in less than 10 clock hours per week These schools offered an average of 202 courses (classes) during the evening hours. They offered an average of 33 non-graded courses, although three of the colleges reported no non-graded courses being scheduled. The northern colleges offered an average of 26.6 non-graded classes in the evening. The colleges in this study averaged 58 full-time faculty who were teaching in the evening program. They also averaged 100 part-time evening faculty members. The northern colleges averaged 56 full-time faculty and 99 part-time faculty in the evening.

The colleges in this study averaged a top salary of $8.43 per hour for regular full-time faculty teaching in the evening. Part-time faculty received the same top salary, on the average, as did the full-time instructors. Most full-time instructors taught full-time during the day program and part-time during the evening for extra pay. Some taught in the evening as a regular part of their contract. The top salaries in the Northern California Colleges was an average of $8.54 per hour for full-time and part-time evening faculty.

The colleges in this study averaged two evening administrators including deans and coordinators. These colleges also had an average of 2.3 counselors available to evening students during the week. During an average week these counselors devoted an average of 17 hours to this function. Some colleges had only one counselor available during the week, while one college had six counselors assigned to evening duty on different days of the week.

Of the twelve respondents nine indicated that they were in favor of educational experimentation in their junior college evening programs. (See Appendix A, Page 2) The following comments were made by the respondents regarding the question:

1. Cabrillo College -- "experiment (innovate) day or night programs"

2. Diablo Valley College -- "For most things there is more flexibility in evening programs"

3. Foothill College -- "A number of curricula are started in the evening, then offered in the day."

4. Glendale College -- "doubt if results would be valid because of different circumstances . . . "

5. Laney College (Peralta Junior College District) -- "introducing new courses to determine needs or success."

6. College of Marin -- "particularly in the effectiveness of class duration: 1 hr., 3 times a week; 1½ hours, 2 times a week, or 3 hour block. TV instruction, programmed texts, etc."

7. Merritt College -- "good idea, rarely done this way."

8. Mt. San Antonio College -- "many of our 'pilot' courses have been introduced in the evening program--then added to the day program as interest increases."

9. Sacramento City College -- "We have done this with our Nursery School program and Real Estate Program."

10. San Jose City College -- "The evening program is an extended part of the day program. It is not an area for experimentation. It is not subsidiary to or secondary to the day division."

11. College of San Mateo -- "Due to the greater flexibility that seems to exist in evening programs, a more favorable climate for experimentation exists."

12. College of Sequoias -- "Several programs are and/or have been instituted on a trial basis in the evening; some of these are successful enough to become part of the day curriculum."

Only five of the respondents indicated the use of programmed teaching techniques (Appendix A, Page 3) in their evening programs. Comments were as follows: (The numbers refer to the colleges listed above on this page.)

1. "Math., astronomy, history, business education--any program can use programmed material."

2. "Basic English and communications course will be tried for the first time September, 1966."

3. "Math. 200 (Fundamentals of Math.) and Math. 101 (beginning algebra) are programmed. English 200 is programmed to some extent."

9. "Electronics B--Introduction to Electronics uses self-teaching aids."

10. "Tudor text in Electronics. Some in English classes."

Most of the colleges in the survey did not utilize any form of educational television, radio or telephonic classroom installations (Appendix A, Page 3). Comments made by the two colleges that did have such electronic devices in operation were as follows:

1. "closed circuit in electronics technology and biology; open circuit in English, history, chemistry; radio used in political science and history."

11. "closed circuit television to most classrooms. Also training program in telecommunication . . . ."

A total of ten colleges in the study made use of language laboratories in the evening. (Appendix A, Page 3). Comments were as follows:

1. "graded--language courses"

2. "students are assigned tapes to listen to, lab. is open evenings."

3. "as a scheduled part of their classroom hours, students are expected to utilize the language lab."

6. "in both graded and ungraded all language classes can use the lab."

7. "36 stations--tapes and records, students have mikes."

8. "all instructors use language lab. Technique has stimulated interest."

9. "Graded course in Russian I. The lab. is available four evenings per week, three hours per evening and staffed with a technician."

10. "used by Spanish and French classes"

12. "language lab. and listening room available for use by foreign language classes"

Of the twelve respondents six colleges have used team teaching in their evening programs. (Appendix A, Page 4) Descriptions given by respondents are as follows:

1. "seminars offered for a fee"

3. "Electro-photo optics is taught in tandem because of necessity (lack of instructors in this newest of all fields)"

5. "joint presentations, films, speakers and field trips"

6. "in real estate courses and some non-graded courses, law, communications."

9. "Home Economics 21--The Child, The Family and The Community. One instructor was from Home Economics, the other from Sociology."

12. "classes in current events, government, and police science have used modified versions of team teaching."

Only three colleges reported using credit-by-examination or advanced placement techniques in the evening program. (Appendix A, Page 4) Comments were as follows:

1. "same as day"

9. "student may challenge any course by exam."

12. "in same subject areas and under same policy as day students"

An educational materials center is available to evening college faculty in five of the colleges. (See Appendix A, Page 4) Comments were as follows:

1. "in the library, open every week evening"

2. "audio-visual center"

5. "developed under V.E.A. 1963--called instructional materials laboratory assigned for instructors to develop experimental materials and inservice education."

9. "An A.V. Center is open four evenings each week and three hours per evening."

12. "Additional real estate, marriage and family materials available in evening college office. Tapes of all college forum speakers available for class study in evening college office."

Special audio-visual services are available to evening college faculty members in ten of the twelve colleges. (Appendix A, Page 4) Comments made by respondents are as follows:

1. "equipment placement, projection and projectionists if requested, language services, listening lab services, any A.V. service available during the day is available during evenings."

2. "same as day services"

3. "Audio-visual center open every night classes are in session."

5. "man sets up projectors, provides films and equipment"

6. "We provide same services as day, but provide more help by projectionists."

7. "Same as for day--materials and devices are available"

8. "Same services as to the day faculty"

10. "Services available for the day division are available at night. An A.V. assistant is on evening duty four days each week."

11. "In addition to usual film, projector, operator supplied on request, programs may be requested over closed circuit T.V."

12. "MP films, projectors, tapes and tape recorders, opaque and overhead projectors--all facilities available to day faculty also available to evening instructors if requested one day in advance of class."

New general education programs or courses have been developed in five of the junior college evening programs. (Appendix A, Page 5) Comments made by the respondents are listed below:

2. "Film on communications, consumer problems of the family, humanities series based on Great Books"

5. "Introduction to metallurgy, art and music"

6. "In the adult education non-credit area such courses as Great Living Religions, Law for Laymen, The Near East, Plant Life in Marin"

10. "Course offerings change constantly. It would be an unusual semester where no new course was offered."

11. "Most of this type offering is conducted by the Community Education Office."

New professional, occupational or vocational programs or courses have been added in eleven college evening programs. (Appendix A, Page 5) Comments were as follows:

1. "many vocational, technical, pilot in evening program"

2. "Introduction to Plant Materials, series of courses for Nursery School Teachers, Sanitary Technicians Series"

3. "Electro-photo optics, management"

4. "Supervisory training certificate courses, real estate certificate course, police science courses, and fire science courses."

5. "Majors in supervision-quality control"

6. "Air conditioning, air frame mechanics"

8. "Inhalation therapy, real estate, sales and marketing management, correctional science"

9. "Real estate and transportation, nursery school program"

10. "Course offerings change constantly . . . ."

11. "Business management, industrial management, counseling institute, aeronautics, business, cosmetology, data processing, drafting, electronics, engineering, fire service, home economics, horticulture, police science, real estate, Braille, vocational skills for the physically handicapped, telecommunications, auto mechanics, carpentry, electrical wiring, plumbing, sheet metal, welding and blue print reading" (from materials submitted by respondent)

12. "Real Estate, small business seminars, refrigeration (air conditioning), electronic communications course in preparation for Class II radio operation (F.C.C.)"

Occupational or vocational work-study programs were in operation in evening programs in only three of the colleges. (Appendix A, Page 5) Comments were as follows:

1. "same as day"

2. "Apprenticeship classes in auto services, carpentry, mill cabinet, operating engineers, painting and decorating, plastering"

9. "E. O. A."

Special pre-vocational courses in the evening were reported by two of the colleges. (Appendix A, Page 5) The respondents made the following comments on the questionnaire:

4. no comment

10. schedule attached listing all pre-vocational courses offered; some are new, some are traditional.

Qualified high school students can enroll in evening college classes in five of the twelve colleges in the study. (Appendix A, Page 6) Comments made by the respondents were as follows:

3. "We will admit students in high school to classes for enrichment and advanced standing on approval of their high school principal."

6. "Same as in day, by permission of principal"

7. "limited to a few--no distinction as to evening college"

10. "Qualified high school students, following a prescribed matriculation route, may enroll in certain existing courses. No special classes are created for them alone."

12. "senior high school students who have written permission from the chief administrator are allowed to register if there are vacancies available."

New remedial or honors courses for evening students were reported by only three of the responding colleges. (Appendix A. Page 6) Comments were as follows:

1. "honors--same as day--special projects courses on volition of instructor"

2. "Basic English and communications course"

12. "remedial English and math."

Student activity programs especially for evening college students were indicated in only two of the colleges as follows: (Appendix A, Page 6)

3. "Evening College Student Association"

8. "a limited student body membership which permits attendance at certain college events"

No special financial aids for evening college students is available in any of the twelve colleges. Cabrillo College stated that evening college students could apply for aid the same as day students at that institution. (Appendix A, Page 6)

Health services or insurance is available to evening students in three of the colleges. Comments follow: (Appendix A, Page 7)

3. "accident and health insurance"

7. "same as for day students"

9. "accident insurance available by student card purchase"

New counseling procedures for evening college students were reported in five of the twelve colleges. (Appendix A, Page 7) Comments follow:

3. "We began offering vocational guidance which is new to us. Consists of several group tests (and private) and a class which meets once per week for one semester. Students also offered individual counseling time."

8. "Special counselors are assigned to the evening division on a regular basis."

9. "Each entering student must attend a group counseling session. Students attend these sessions will be provided with information which will assist them in selecting courses, choosing a major, and organizing a practical course of study." (from Sacramento City College, Extended Day Schedule, 1966, p. 35)

11. "Publications, group counseling, over-the-counter counseling, instructor counseling and vocational guidance course . . . . . If we required all of out evening college credit students to schedule a one-half hour counseling appointment as is required for all day students, the cost for counselors alone would amount to over $60,000 per year." (from San Mateo publication, Evening College Counseling)

12. "available by appointment during either day or evening hours with dean; full crew during registration periods; testing program (A.C.T. and English Placement) available at night and Saturdays on specified dates in summer and during the year."

New matriculation requirements were reported in three of the colleges. Comments were as follows: (Appendix A, Page 7)

5. "Wave the classification test requirements until application for degree."

9. "Grade point of 2.0 now required."

12. "application, registration application required of all students; transcripts required of degree or transfer candidates."

New vocational placement services or programs for evening students were reported by only one college. College of the Sequoias stated, "Services of placement director of day school available to all students, including evening." (Appendix A, Page 7)

The evening college is used as a "training ground" for new instructors to some degree by five of the colleges. (Appendix A, Page 8) The following comments were made in response to this question:

2. (answered "no") "Although some evening instructors have been hired to the full-time staff."

3. (answered "no") "While some part-time instructors have become full-time instructors, the evening college has never been used as a training ground."

5. "opportunity to evaluate new instructors or recent graduates"

6. "Often used as a trial before giving a full-time contract"

7. "We observe evening instructors and make recommendations for day contracts."

8. "We have employed evening division instructors on a full-time day basis on several occasions."

9. "Our area provides a place for us to evaluate potential day instructors."

New methods of orienting and supervising new evening instructors were described by five colleges in the survey as follows: (Appendix A, Page 8)

3. "I don't think they are unique. All new instructors are given directions relative to forms, philosophy, etc. Each new instructor is evaluated twice by his department chairman and the director or assistant director during the first year."

5. "faculty council who participate in faculty meetings, planning, in-service education."

9. "We use division chairmen day school plus an evening coordinator of instruction to supervise."

10. "I don't know that it's unique, but we pay selected day master teachers (chosen from the departments) to supervise in the evening. This is sometimes done in group orientation meetings--more often in classroom supervision."

12. "Faculty handbook including samples of all forms used; appointments available for assistance; supervision by dean of classes."

Only one college reported any new methods of obtaining additional evening faculty. (Appendix A, Page 8) The following comments were made:

12. "Use of citizen advisory committees: CASSA, etc."

3. (answered "no") "We do not proselyte for instructors. Our best method is asking those currently working for us and who know college standards by first hand experience to send in their friends for interviews."

6. (answered "no") "Fortunately we have a surplus of well-qualified applicants."

Reader or release time for evening faculty was reported by four colleges in the survey. (Appendix A, Page 8) Comments were as follows:

1. "reader time depends on contact hours per week"

3. Foothill College submitted a graduated scale for additional office hours and reader time per week based upon class size. For example, if the class size is 100 students then one-half hour of office time and one and one-half hours per week of reader time are granted. If the class size is 200 students then one hour of office time and three and one-half hours of reader time per week are granted.

6. (answered "no") "In large classes, in craft classes, and in English courses"

9. "Some reader time available based on student overload and teacher need."

10. "Reader time only"

In-service training is provided for evening college faculty in three of the colleges. (Appendix A, Page 9) Comments made by the respondents are as follows:

2. "New members meet with department head before teaching and are invited to department meetings from time to time."

5. "Instructional Materials Laboratory - demonstrations, faculty council-planned faculty meetings"

6. (answered no) "No special one. We supervise and advise individually as much as possible."

8. "Each instructor is required to attend three hours of in-service training each year."

Arrangements for faculty office hours were reported by only one institution, Foothill College. Foothill's response was recorded above under release time or reader time.

Community services innovations were described by four of the colleges in the study. (Appendix A, Page 9) Comments made are as follows:

1. "seminars previously described"

5. "Just getting started in this field--faculty advisory committee and film presentation"

11. (from brochures submitted) New Models and Faces of Counseling, Man and Woman's Search for One Another, The Beginning of Relationships, Children of Parents without Partners, Modern Literature and Theology View the Nature of Man, and A New Frontier in Education are titles for forums offered.

12. "faculty committee used on forum series; advisory committees on auto mechanics, electronics, agriculture, real estate, small business management, etc."

An evening Forums program is available in seven of the colleges in the survey. (Appendix A, Page 9) Comments were as follows:

1. "standard"

2. "five music events and four lectures per year"

3. "provided by Community Services Division . . ."

5. (answered "no") "planned for 1966-67"

6. (answered "no") "free lecture and concert program"

7. "lecture, forums, movie series"

10. "What is available to day students is available for evening students."

11. "Community Education Program" (see #11 above under community services innovations)

12. "5 to 7 nationally-known speakers presented each school year (evenings)"

Methods of enhancing the contributions that vocational advisory committees can make were described by <u>two</u> colleges as follows: (Appendix A, Page 10)

5. "by encouraging the committees to actually become involved in advising the college. Orientation of the advisory committees as to various functions and importance."

12. "assist in developing or suggesting curriculum changes or additions; recommended courses and/or staff."

Community facilities are used in the evening programs of <u>six</u> of the colleges. Comments were as follows: (Appendix A, Page 10)

1. "usual off-campus facilities used (clinic, X-Ray labs, hospitals) for vocational programs"

2. "plan to hold classes in other parts of the county using high school facilities"

5. "Oakland Auditorium"

6. "We use Hamilton Air Force Base, Novato High School, a local elementary school and a rented warehouse, plus "

10. "We hold some classes on an eastside high school campus some distance from ours. We use the classrooms provided by the Plumbing Industry, and some classrooms in the local Unified School District."

12. "off-campus facilities used for training center for physically and mentally handicapped <u>adults</u>; blind adult program"

Only <u>three</u> of the twelve colleges in the study reported innovations in class scheduling. Their comments were as follows: (Appendix A, Page 10)

5. "schedule all classes of like grade at same time, teacher coordination, high pupil-teacher ratio, flexibility in assignment"

10. "not sure it's an innovation--we double-schedule all of our fire training classes so that the change in shifts (which happens weekly) will not make it impossible for a fireman to enroll."

12. "Classes scheduled 5 to 7, 6 to 10, 7 to 9, 7 to 10 and 7 to 11. It is actually possible to take as many as 14 units in an evening program (with a limited number of class offerings)"

New methods of financing evening college classes and student activities were reported by <u>three</u> of the colleges: (Appendix A, Page 10)

6. "Evening classes we charge a $5.00 fee for adults and lab fees for craft classes."

9. "adopted a $3.00 per semester hour fee for defined adults."

12. "fee of $3.00 per unit or fraction thereof for students 21 years of age and over (whether day students or not); materials fees are additional in certain specified areas."

Only one college reported innovations in improving classroom-laboratory utilization in evening programs. (Appendix A, Page 11) College of the Sequoias stated, "offering more lab classes on a two-night-a-week basis." Other colleges answered "no" to this question, although two schools had comments to make:

6. "We use almost every classroom every evening hour."

10. "With the exception of restricted lab areas, we use all rooms every night Monday through Thursday. Our only possible expansion possibilities are: (1) go off campus, (2) offer classes earlier in the afternoon, (3) add to the Friday schedule, and (4) Saturday classes."

Of the twelve colleges in the survey, only one reported the use of new facilities or equipment in the evening program that might be of interest to other junior colleges. Foothill College reported, "We are using the recently installed EDEX system." (Appendix A, Page 11)

Machine data processing techniques in registration and administrative procedures were reported by ten of the respondents. Comments were as follows: (Appendix A, Page 11)

1. "I.B. M."

2. "All registration through I.B.M."

3. "We use data processing for registration and for testing. All instructors have access to data processing in testing."

6. (answered "no") "In both credit and non-credit to register--not to program"

7. "partially on data processing now, plan more in the future"

8. "Registration for evening division students is processed through I.B.M. Class rolls--drop cards--add cards, etc. are provided by I.B.M."

9. "Our registration for several years has been by data processing cards."

10. "Our Board approved leasing of a _____ this past week. Within a period of several months, I would hope that we might employ the equipment for registration processes."

12. "registration by mail provided for all students; use I.B.M. for student's class schedules, class roll sheet, attendance reporting (census), deficiency notices, grade cards, transcript labels, address labels for mailing."

None of the colleges responded positively to the last question regarding new techniques of campus communications. (Appendix A, Page 11)

In response to the request to list other educational innovations in their evening college programs that had not been listed before, the following responses were given: (Appendix A, Page 12)

2. "We have just completed a leadership training course for volunteer tutors in elementary schools. These women are now tutoring in 33 elementary schools in the county. We plan to start another section soon."

10. "I feel insecure in suggesting that certain ideas are innovative or unique. Whereas they may be for us, they may be old hat to other schools. Conversely, ideas that we take for granted may be unheard of on other campuses. I would hope that as we develop our second campus (we are now in the throes of master planning) that we might experiment college-wide in many areas. It was our pleasure this past week to hold an all-day workshop with Johnson, Mayhew, and Terrill (of Oakland experimental campus) present. Certainly they furnished food for thought in planning ahead. Our close working relationship with advisory committees gives our vocational offerings a flavor not always present in some communities. Perhaps even this somewhat prosaic operational aspect might be an innovation in some places! I hope that some of this information will help." (signed by Ben Sweeney)

CHAPTER III

COMPARISONS AND CONCLUSIONS

All of the colleges in this study, like the first survey, have experienced growth. The northern colleges in this study (north of Bakersfield) have actually grown more in the past four years than the southern schools. In the northern part of the state the growth was 63.7 per cent as compared with 34.6 per cent growth in the southern colleges. Evening college enrollments were up 42.9 per cent in the northern colleges as compared with a 16.7 per cent increase in the southern institutions. Evening college enrollment was 58.5 per cent of the total enrollment of the northern colleges as compared with 56 per cent in the southern schools.

If all the colleges in both studies are combined (30 junior colleges) it can be seen that these schools have experienced an average 40.9 per cent total growth over the past four years; their evening enrollments have increased by an average of 27.1 per cent; and the average enrollment in these colleges is now 57.8 per cent of the average total enrollment. In other words, over one-half of the junior college students in these institutions are attending school in the evening. In view of the fact, however, that most of the evening students enroll in only one or two courses, they account for a relatively small portion of the total average daily attendance (based upon total class hours or enrollment) as compared with the full-time day students.

The combined total average enrollment for fall, 1965 in the 30 colleges was was 9,115 students. Of this number an average of 3,548 were adults. Since these are two-year colleges it appears that over one-third (39%) of the students have either delayed their education or have returned to college to complete a program or some courses that fulfill a need and/or a desire. A significant portion of these adult students were enrolled in vocational-occupational courses offered in the evening college programs.

The thirty colleges in the two studies offered an average of 226 courses (classes) after 4:30 P. M. One-half of the colleges in the two studies offered non-graded courses in the evening. An average of 65 regular full-time college faculty members were also teaching in the evening classes, and an average of 133 part-time faculty were teaching in the evening programs of these thirty schools. On the average, then, the typical evening college employed twice as many part-time instructors to teach as compared with the evening employment of full-time day faculty.

A comparison of the two studies indicated an average top salary of $8.35 per hour for full-time faculty members teaching in the evening and $8.34 per hour top salary on the average for part-time faculty in the evening. An average of 2.5 administrators were assigned to the 30 evening colleges, and an average of 3.3 counselors devoted a weekly average of 13.3 hours to the counseling process in the evening college.

"Are you in favor of educational experimentation in the junior college evening program, and then later applying the results of successful experiments to the entire college program? (Appendix A, Page 2) In response to this question a total of 25 respondents from the 30 colleges were in favor of such experimentation in the junior college evening program. Some of the negative responders were concerned that such experimentation would tend to degrade the evening program in some way. A large majority of the respondents, however, were not so concerned, and expressed their approval of such procedures because of the flexibility and versatility of the typical evening program.

A. Improvement of Instruction

"Do any of your instructors use programmed teaching techniques in the evening program?" The use of programmed teaching techniques was more pronounced in the southern colleges than in the north. A total of fourteen (five in the north and nine in the south) of the thirty colleges were using such innovations in the evening instructional program. The development and use of such techniques depends primarily on the willingness and motivation of individual faculty members. Most of the colleges have had some experience with programmed mathods with varying degrees of success. Most such experience has been in the fields of English, mathematics and electronics.

"Do the evening instructors utilize any form of educational television, closed circuit television, video tape, radio, or telephonic classroom installations?" Closed circuit television was in use in only two of the northern colleges. Six of the southern colleges had educational television although other colleges were planning such installations in the near future. These eight colleges represent 27 per cent of the total number of schools in the combined studies. In view of the recency of many of these installations, the desire expressed to acquire closed circuit television, and the availability of federal funds to assist in the purchase of such equipment, it can be safely predicted that this percentage will increase rapidly in the next five years.

"Do the evening instructors make use of a language laboratory in graded or ungraded language courses?" All except two of the twelve colleges in the north make use of a language laboratory in the evening. Altogether 23 of the 30 colleges made use of language laboratories in the evening college programs. The laboratories are used primarily for foreign language classes, but some of the colleges also used the laboratories for remedial English, speed reading and oral communication classes.

"Does your college make use of any form of team teaching in the evening classes?" A larger percentage of colleges in Northern California have used, or are using, some team teaching methods than in the southern part of the state (6 out of 12 in the north as compared with 5 out of 18 in the south). These eleven colleges in the two studies reported team teaching methods in such areas as real estate, electronics, journalism, psychology, sociology, economics, English, history, home economics, cosmetology, police science and government.

"Does your college provide for credit-by-examination or any form of advanced placement which would be applicable to evening students?" Only three of the northern colleges and nine of the southern schools offer evening students the opportunity to gain credit by examination. Many of these colleges limited such evaluation procedures to certain subject matter areas, such as fire science and police science. Other restrictions, such as: permission of the instructor, minimum course completion and grade point average, completion of basic police or fire academies, a monetary fee, and satisfactory scores on placement tests, were listed. Other schools permit students to challenge any course. Some schools record whatever grade the student makes on the exam, i. e., "A", "B" "C", "D" or "F". Others give only a "pass" or "fail" grade, and some schools only record a grade if the student passes the examination. In view of an impending change in state law that specifically permits junior colleges to grant credit-by-examination, more such schools can be expected to adopt permissive policy statements regarding such procedures.

"Do you have an educational materials center (in addition to the library) available to the evening college faculty?" Materials centers are found in five of the northern colleges and nine of the southern institutions. These fourteen junior colleges have a variety of facilities and materials available to evening teachers, all the way from some material stored in the evening dean's office to an elaborate educational materials preparation laboratory with all the latest machines, tools, and materials. Several important questions arise when the subject of developing such a facility is discussed:

> "If such a facility (educational materials preparation laboratory) is constructed and equipped, will the faculty members use it?"
>
> "What can be done to interest faculty members in such a facility?"
>
> "How should it be constructed and equipped to be of most help to individual faculty members?"
>
> "Should it be staffed with professional audio-visual technicians or should the faculty be encouraged to use available equipment and materials to develop their own teaching aids?"
>
> "How can it be financed?" "Can we justify the expenditure?"

"Does the evening college provide any special audio-visual services to faculty members?" Such services are available in ten of the northern schools and in seventeen of the southern junior colleges. This total represents 90 per cent of the colleges in the combined study. This large percentage of colleges with evening audio-visual delivery services indicates one important fact to the writer: a significant number of evening faculty members are using audio-visual teaching aids in their classes. If such equipment and services are readily available moreinstructors can be expected to use them on occasion. If such aids are helpful in certain classes to provide enrichment and better understanding of the subject matter, it would seem to be very important for the administration to make sure that such euqipment and materials are easily available to all evening faculty members.

B. New Programs

"Have you developed any new general education courses or programs in the evening college?" Not many of the colleges in the two studies have added new general education courses to the evening curriculum. Only three colleges in the south and five colleges in the north have developed such courses. Some of the courses mentioned by the northern colleges were being offered as non-credit adult courses (i. e.: Great Living Religions, Law for Laymen, Plant Life in Marin, etc.). If only eight of the thirty colleges have added new courses in general education in the face of large enrollment increases, what have they done, other than add more sections of the same old courses, to keep abreast of the ever-increasing demands of the students and the community for new curricula, programs and courses? The answer to this question is found partially in the next paragraph!

"Have you developed any new professional, occupational or vocational courses or programs in the evening college?" A combined total of 29 colleges reported new courses in this field in practically everything from air conditioning to welding. In fact, these colleges specifically mentioned over 85 new vocational type courses that they were offering in the evening college. It is possible to draw the following conclusions from such curriculum development:

"Practically all of the junior colleges have developed more new occupational-vocational type courses than general education courses in the evening program."

"These new courses have been developed to serve a wide variety of community educational needs."

"A large proportion of new evening college students are enrolling in occupational-vocational type courses."

"These junior colleges are giving attention to the unique function of the community college--to provide educational courses and programs that prepare students for the world of work."

"Does the evening college offer any type of occupational or vocational work-study program?" Only three of the northern colleges and five of the southern schools offer any type of occupational or vocational work-study program. One college mentioned the Economic Opportunity Act program as a work-study activity.

The effect of the federal programs in financing work-study projects has been felt in many of the colleges. More of this type of activity can be expected in the future. Some private organizations have been developing work-study programs in cooperation with junior colleges. More programs of this type can be expected in the future. For the colleges these programs help solve the practical experience requirement in many programs, and they help the student and the college with vocational placement procedures. For the organization, such programs give them an opportunity to look over a number of job candidates in a work situation in terms of possible future employment (without an employment obligation).

"Have you developed any special pre-vocational courses for the evening college?" Only one of the northern colleges listed any special pre-vocational courses. Many of the twelve respondents in the southern part of the state apparently used a different definition of the term "pre-vocational" than was intended. A pre-vocational course is essentially a basic vocational-oriented course that provides learning opportunities in areas that are applicable to a number of related occupations and vocations, such as courses in: slide rule, basic math for engineering students, blue print reading, basic electricity and electronics, introduction to vocational studies, etc. Courses that orient and acquaint students with different vocational fields are grouped in this category.

"Do you have any type of program in which qualified high school students can enroll in evening college classes?" A total of six of the northern colleges gave some indication of procedures where qualified high school students can attend evening college classes. Together with eleven colleges in the south, these institutions make up approximately one-half of all the colleges in the combined study. Some colleges have been reluctant to permit such enrollments in the evening division, although they do permit selected high school students to enroll in day school courses. Other junior college districts contain high schools that have honors programs. These high schools provide enriched courses of study which successfully challenge superior students. Theoretically, a lower percentage of these students would attend junior college classes, as their more advanced needs are being met by the high school. In some of these high schools honor students and some students in vocational programs that require special equipment and facilities are also eligible to attend certain junior college courses by mutual consent of the high school and the college.

The writer believes that the practice of permitting certain highly qualified high school students to enroll in selected junior college classes should be encouraged. Many of these students are not successfully challenged by the high school program. Attending one or more college classes provides that missing stimulus, sparks their desire to attend college, and orients them in the direction of the community college. Such procedures are also successful with the vocationally oriented student.

"Have you developed any new type of remedial or honors course or program in the evening college?" Only three of the northern colleges and five of the southern schools have developed new type honors or remedial programs. Most of the colleges had developed remedial programs. Only two colleges, San Diego City College and Cabrillo College, indicated that they were offering honors courses in the evening college. More experimentation with honors courses should be done in the junior college evening programs. Many of the evening college students can and will profit through such advanced offerings. Most all junior college administrators have heard the criticism that some evening college classes are "watered-down" versions of the day counterpart classes. Some critics even charge that many evening instructors are not adequately prepared, and, therefore, do not successfully challenge the students. This type of criticism follows the line that most evening instructors are part-time employees, and their primary interests lie elsewhere. Full-time instructors, teaching in the evening, also come under fire in that they are frequently too exhausted from teaching a full schedule in the daytime to do an adequate job in the evening. In the opinion of the writer such criticism does not adequately describe the typical evening instructor. To the contrary, he has found evening instructors to be highly qualified and motivated individuals, whether full-time or part-time employees, doing a very commendable job in the classroom. However, such criticism should not go unheeded, and every effort should be made to improve the quality of instruction and the instructional environment in all evening classes. Experimentation with an honors program in the evening college might prove to be very profitable in terms of improving the quality of the instructional product and the holding power of the school. Counseling and guidance would play a major role in selecting and encouraging qualified students to enroll in evening honors courses.

Another area that is the subject of much discussion currently is the remedial or provisional programs and courses offered by some junior colleges. All colleges at the two-year level offer some remedial courses. A large number of students drop out of college evening programs each semester because they cannot, or will not, meet the requirements of the courses they are taking. Many of these students could profit, both educationally and emotionally, if they were enrolled in courses that were taught more in accordance with their abilities to learn. Some colleges are developing special courses in English, mathematics, science, social science and other subjects that are especially designed for students who are involved in terminal (non-transfer) programs (English 60 and Math. 10 at Chaffey College). Many of these students could do an adequate job in any college transfer course. Their interests lie in the two-year terminal program, however. Many other students enrolled in these programs can not successfully compete with higher ability students, and they have a special need for general education courses that are developed to provide basic skills, in learning situations, more at their level.

If the junior college is to adequately serve these high and low ability students, and to perform the "salvage" function (as described by Medsker[1]),

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[1]Leland Medsker, The Junior College, Progress and Prospect, 1960, New York: McGraw-Hill, pp. 64-72.

more attention should be given to curriculum development in these areas. Most of the remedial courses are designed to prepare the student to take and successfully complete the college transfer hurdle course, such as English 1a. However, the statistics show the fact that in many colleges a relatively small percentage of students who are enrolled in these preparatory remedial courses ever complete the transfer course for which they are preparing. Perhaps a different approach to this problem is needed.

C. Student Services

"Have you developed any activity programs especially for evening college students?" Only two of the northern colleges indicated any special provisions for an evening student activity program. A total of ten (one-third) of the thirty colleges in the two studies have such programs. This seems to be a paradoxical situation because of the fact that over one-half of the total enrollment at these colleges is in the evening. However, it is not too difficult to see some of the reasons for this situation. Most of the evening students are only enrolled in one or two courses (greatly reducing the total average daily attendance factor for financial aid purposes), and they are usually on campus only long enough each evening to attend their class(es). Activity programs for evening college students have not been too successful in several colleges known to the writer because of this factor. Forums programs, film series, dramatic and musicial presentations and other programs that involve the entire community have been highly successful in many evening colleges. Some evening students participate in these activities. Most of the evening students are older and more mature than the full-time day students, and they are interested in different types of activities and productions, such as those mentioned above.

"Does your college provide any type of financial aid especially for evening college students?" In three of the northern colleges and in seven of the southern colleges health services and/or insurance were available to evening college students. Only three colleges out of thirty offered any health services in the evening. Especially in the colleges with a large evening enrollment, it would seem necessary to have some arrangements for emergency health services. Besides the humanitarian aspects of these services, their availability could make the difference, in some cases, between a favorable or adverse judgement as a result of a civil lawsuit because of an injury or sudden illness.

D. Counseling Services

"Have you developed any new policies or procedures in counseling evening students?" A total of four colleges in the north and eight colleges in the south (40 per cent of the total) have developed new counseling policies or procedures regarding counseling in the evening college. Many of these colleges are using group counseling techniques, with audio-visual aids, in the evening program. Most of the colleges had some counseling services available to evening students upon request. In many colleges a large number of evening students have not matriculated, nor have they involved themselves in any kind of testing program. By enrolling in one or two courses each semester in the evening they do not meet the college requirements for matriculation. Consequently, they are not involved in a mandatory counseling situation. Some of the colleges rely on program advising by evening college instructors as one form of counseling. Some of the colleges require all students to matriculate, thus forcing evening students into a testing-counseling program. Value judgements on this subject are difficult to make in terms of student needs and desires. A student should always be able to obtain competent counseling, vocational and otherwise, if he asks for it. Some junior college administrators have spoken out in opposition to mandatory inflexible matriculation requirements for all evening students.

Experience has indicated the fact that a large portion of evening students drop out of college if they are required to matriculate. Some say that these "drop-outs" probably should not have been taking colleges courses anyway, and no one is really hurt if they discontinue their studies. Others say that high and rigid matriculation requirements for part-time evening students are unrealistic and are not in keeping with the true purpose of the junior college. The community college, they argue, should be available to anyone who can profit by the instruction, and we should not be involved in the business of arbitrarily barring such individuals from these classes if they (and the community) can gain and advance themselves in life as a result of college instruction.

"Does your college have any new matriculation requirements that are applicable to evening students?" A total of eight colleges in the combined studies require full matriculation of all evening college students. Some of the schools require transcripts from previous colleges attended and high schools. Most of the colleges do not require students who are enrolled in six semester units or less to perform any of the matriculation requirements, however. The new American College Testing Program (A.C.T.) could provide the college with a large body of useful data regarding these students, however. Such a program of testing would certainly facilitate the counseling function in this regard also. All of the colleges do require evening or day students to become matriculated when they declare their intentions to graduate from degree programs at the college. This is not the case in situations involving certificate programs, however. In most of these colleges it would be possible for a student to take courses at six units or less per semester and finally transfer to a four-year institution without ever matriculating at the junior college. Such tactics are rather disconcerting to college administrators, counselors and faculty members.

"Have you developed any new vocational placement services or programs for evening students?" New vocational placement services were listed by six of the southern colleges and one northern college. Most of the colleges have not developed such services in the evening because of the lack of student demand for such services. Some of the colleges indicated the fact that evening students can make arrangements to come in to see the day placement officer if they really need his services. They argue that on occasion they have made evening placement services available to the students, but few, if any, took advantage of his advice and help. The writer has a practical suggestion to a college that has a day placement officer. As he learns of positions available in certain occupational areas, he should make this information available to all of the instructors who are teaching in this area, both day and evening. Most instructors are very willing to take a few minutes of class time to discuss job opportunities on occasion. Placement officers can also encourage and participate in programs and displays that bring employment information to all students of the college. For example, during law enforcement week a number of agencies regularly maintain display booths at many of the junior colleges that offer police science programs. These displays are carefully prepared to graphically show some of the advantages of a career in a law enforcement agency at the local, state or federal levels.

E. Evening College Faculty

"Do you use the evening college as a "training ground" for new instructors?" Most of the evening administrators did not like the idea of using the evening college as a training ground for potential full-time instructors. However, a number of them. About one-half of the colleges indicated the fact that some part-time evening instructors have become full-time day instructors. Probably more of the colleges have had this happen, but they did not give a positive indication because of the "training ground" implication. Some of the respondents indicated an advantage that can be gained by observing potential full-time

faculty members in a more flexible employment situation in the evening college as part-time hourly employees. Such procedures would depend upon the availability of qualified instructors who could or would consider part-time teaching assignments in the junior college evening programs.

"Have you developed any unique methods of orienting and supervising new evening college faculty members?" New methods of orienting and supervising evening college faculty members were described in five of the northern colleges and in seven of the southern institutions. Most of the evening colleges provide an orientation meeting at the beginning of the semester and whatever supervision the evening dean and his staff can provide, in addition to their other duties. Seven of the colleges indicated in some way that departmental chairmen were also involved in supervision and evaluation of evening college faculty members. One college uses selected day master teachers to help supervise in the evening. Another college has assistant department chairmen assigned to this function. Not only would such procedures provide greater help to the evening instructor in the subject matter area, but it would also provide the means to bring about greater coordination and cooperation between the day and evening teaching faculty.

"Have you utilized any new methods that have been successful in obtaining additional faculty for the evening college?" Apparently not too many colleges have had any great difficulty in obtaining evening instructors, except possibly in certain unusual situations or subject matter areas. The employment of part-time instructors provides a more flexible situation in regard to credentials, location of qualified instructors in occupational fields, budget (instructors are employed for less salary in part-time situations than it would cost the college to employ all full-time faculty members thereby reducing the total cost of instruction per teaching unit), and in other factors. These part-time instructors, however, are not available to the colleges for a variety of other assignments such as committee work, extra-curricular assignments, and other activities. Since most of these other requirements occur in the day, the assignment problem seems to work out quite well in most colleges. Some colleges obtain suggestions for new faculty members from regular faculty members. Many also obtain this information from advisory committees. Junior colleges located in areas near four-year institutions obtain suggestions regarding new faculty members from university and college departments and placement services. Also some four-year university and college faculty members teach part-time in junior colleges located nearby to supplement their income and other reasons. These individuals provide some very valuable services to the junior colleges.

"Do you provide reader time or release time for the evening college faculty?" Only four of the northern colleges and three of the southern colleges provide reader or release time for evening faculty. Most of these colleges provide this extra time for readers only in large classes where the size of the class would result in much hardship on the instructors in terms of reading and grading papers, administrative chores in the classroom, etc. It was indicated that most of the colleges would do more of this in the evening if it were not for budget limitations. Maybe the employment of "teacher aids" or some such category of assistants will be done by more evening colleges in the future. It certainly seems like a wise investment of funds if it will materially improve the quality of instruction in the face of increasing enrollments in the junior colleges. Maybe this will become another source of qualified instructors for the junior college in some situations.

"Have you developed an in-service training program for evening college faculty?" Very little has been done on in-service training for evening college faculty. Some of the colleges mentioned orientation meetings, meetings with the department heads and departments, and informal meetings with evening college administrators. A few of the colleges do have some formal in-service training programs or institutes for new evening college faculty. It would seem that the colleges, as a minimum, should provide the same type of in-service training program for evening college faculty as they do for full-time day faculty. The student taking an evening course should not be any less important than the student taking a course during the day. Therefore, if in-service training does improve the quality of instruction, then it seems perfectly logical for the college to provide the same kind of improvement program for evening instructors as is provided to the day instructor.

"Have you made arrangements for faculty office hours for evening college students?" Most students have a very difficult time in arranging a conference with an evening college instructor, as compared with a full-time day instructor. Only three colleges out of thirty in this combined study have provided for any faculty office hours in the evening. Many evening instructors arrive a very few minutes before class, and then they leave the campus directly after the class is over. Students who wish to confer with these instructors must either talk to them briefly during class or a class break or arrange to see them at their place of full-time employment. It is suggested that evening colleges arrange to schedule office hours for representative instructors by subject matter areas. At least someone from each discipline that is represented in the evening should be scheduled for an office hour before classes begin if possible (perhaps from 6 P.M. to 7 P.M.). In some disciplines, such as fire science, police science or data processing, many colleges do not have a full-time faculty representative in the day or evening program. As a minimum it would appear that an office hour should be scheduled (and paid for) in these areas.

F. Community Services and Relations

"Have you developed any innovations in relation to the community services program in the evening college?" Innovations in community service programs were described by four of the northern colleges and six of the southern colleges. There was some overlap between this question and the next question in the questionnaire. Most of these colleges listed forums programs, lecture series and movies. Some special courses were given under community services such as traffic safety classes, television programs, etc. One college was involving a faculty committee in planning and staging some of these programs.

"Does your college provide a forums program (lecture program) that is available to evening college students?" Such programs were being offered in seven of the northern colleges and thirteen of the southern schools. The fact that two-thirds of the colleges are becoming involved in evening forum-type programs is very significant and should serve to encourage other colleges to consider this additional community service. Most of the colleges levy a tax override assessment in their district for this type of activity. A great variety of programs could be offered in the evening by the colleges as a real valuable service to the community. In some way, however, the desires and needs of the citizens of the community should be assessed before final plans are made for these programs.

"Have you developed any new methods of enhancing the contributions that vocational advisory committees can make to various college programs?" A total of two northern colleges and five southern colleges described methods of improving the effectiveness of advisory committees. These techniques involved such things as giving the committees more recognition for the work they do, college coordinators and administrators working more closely with advisory committees, and providing the means whereby advisory committees become more directly involved in their respective program areas by developing and suggesting curriculum changes, promotional activities, placement of graduates, recommending potential instructors for the program, meeting with counselors, curriculum committees, instructors, and other individuals and groups who are associated with the program.

"Has your college made any new arrangements whereby community facilities are being utilized in the evening college instructional program?" A total of six southern colleges and six northern schools have recently made arrangements to use community facilities in their instructional programs. Generally these off campus facilities were high schools, elementary schools, hospitals, fire stations, recreational centers, and other similar type facilities. Many junior colleges are reaching that level in their evening school enrollment where they either must not continue to expand or look for off-campus facilities in which to schedule classes. Some specialized classes are scheduled in those facilities that can provide the best environmental conditions, such as a fire science class being scheduled in a fire station, a data processing class at the computer division of a local industry, and a nursing class at a local hospital. Beyond these specialized areas, however, a critical need for classroom space continues to increase in some junior colleges. Some colleges are developing additional campuses within their district boundaries. Most junior colleges are not financially able to develop such facilities in the immediate future. Therefore it would appear that these institutions will continually be searching for facilities within the district that are suitable for classroom use. Distance is a problem in some junior college districts that cover a large geographic area. Some of these schools have established centers in outlying parts of the district to permit more students to attend than would otherwise be possible.

G. Administrative and Financial Aspects of the Evening College

"Has your college made any innovations in class scheduling that have increased the effectiveness of the evening college program?" Only three of the northern colleges and six of the southern colleges listed innovations in class scheduling. Most of the colleges were changing the evening schedule to include a 4:00 to 7:00 P.M. schedule. Some were teaching classes on Friday evening and Saturday morning, and one college extended the evening program to 11:00 P.M. Because of high utilization situations in most junior colleges it is anticipated that more of these institutions will extend their evening schedules as indicated above. Some evening administrators are being pressured on the one hand by faculty and students who wish to have certain classes scheduled at specified times and places, while on the other hand he finds fewer classrooms available to accommodate these demands. Courses that take up longer blocks of time are particularly difficult to work into the schedule. As the junior colleges move into the quarter system, some of these difficulties may be compounded.

"Has your college developed any new methods of financing evening college classes and student activities in the evening?" As a result of this question three of the northern colleges indicated that they were now charging adults a fee for class enrollment. Two of the colleges were charging persons 21 years of age or older a fee of $3.00 per semester unit, and one college charged adults a $5.00 fee. Several of the colleges charge laboratory fees and materials fees in some courses. This tendency to charge adults fees for attending junior college seems to go counter to established policy in California to keep junior college classes free and open to all who can profit by the instruction. Recent pressure from the Legislature, the Real Estate Board, the Coordinating Council of Higher Education, the Legislative Analyst, and others may eventually cause junior colleges to consider such fees to offset the continued need for increasing financial support of these educational programs. Higher salaries for certificated and classified employees and other increased costs of plant operation are producing some real problems in this respect. Greater protests from the local property owner and the reluctance of the State to increase junior college financial support to the necessary degree causes junior college boards of trustees to look to many different possible sources of revenue (including enrollment fees for adults) to balance their budgets. Unless the State or Federal governments assume a greater role in financial support, it can be safely predicted that many more junior colleges will initiate fees of this type to maintain present standards and to permit further development.

"Has your college made any recent innovations in improving classroom - laboratory utilization for the evening program?" Only five of the colleges in the combined studies reported any innovations in classroom-laboratory utilization. The use of off-campus centers has increased the availability of classrooms on campus in some institutions. Some of the respondents indicated full utilization of present facilities. In these schools new facilities will be needed before new or additional classes can be added to the schedule. Some laboratories are being used as classrooms when they are not being used as labs. Several colleges reported new facilities in data processing, food service and hotel management, and nuclear technology.

"Are you using any new facilities or equipment in your evening program that might be of interest to other junior colleges?" One of the northern colleges and five of the southern schools reported new facilities and equipment in their evening programs. These new installations ranged from new planetariums to new machine data processing equipment. Most of this new equipment and new facilities was obtained partially through federal funds. A survey of such expenditures to determine the extent of federal participation in California Junior Colleges should prove quite interesting. It is the opinion of the writer that most junior colleges in this State would be hard pressed to stay abreast of enrollment increases if it were not for the help of these federal funds and loans. Money from the sale of state bonds has been available this school year for junior college construction. Although the amounts were inadequate to fully meet the needs of the junior college districts, they have provided relief, in many cases, when help was needed most.

"Are you using machine data processing techniques in registering evening students or in any other administrative process in the evening college?" A total of 26 of the 30 respondents described uses that are being made of machine data processing equipment. Four of the northern colleges and five of the southern colleges are using machine data processing to register evening students. Other respondents indicated plans to register and schedule evening students by M.D.P. Because of the savings in man-hours, the speed of the process, and the many different new procedures that can be accomplished through M.D.P., it can be

predicted with considerable accuracy that most California Junior Colleges will be using data processing techniques to register and schedule all students, day and evening. In some of the colleges students, instructors and courses are all assigned through the computer. Students can block out periods of the day or evening when they cannot attend, and they can list a preference of courses and instructors at one college. The computer then assimilates all of the data and schedules the students, instructors and classes as near preference levels as possible. Individual adjustments can be made in exceptional cases. By combining this process with a mail registration it is possible to reduce the registration process to a very short and simple process. The counseling function is also facilitated in that the counselors are able to concentrate on students who have special problems that require counseling services, as well as in other ways.

"Have you developed any new techmiques of campus communications during the evening at your college?" Only two colleges in the combined studies offered any new ideas in campus communications for evening students. These colleges listed an evening division bulletin, brochures and flyers, local newspapers, radio announcements, an evening campus reporter and special mailers to evening students as examples of such communications. None of the colleges published a special evening student paper as some of the California State Colleges do. Most of the colleges offer the majority of their journalism laboratory courses in the day, and consequently, almost all publication work occurs during the day in these schools.

H. "If there have been any other educational innovations in your evening college program that have not been listed before, please describe them briefly:" Such innovations as an institutional research group, leadership training for elementary school tutors, development of certificate programs in a variety of subjects, work-study programs of various types, nursery school education, food service-hotel administration and other new courses, programs and developments were listed and discussed. Several of the respondents were not sure that new innovations for their college would be looked upon as an innovation by other colleges. As a result several of the respondents did not list innovations that might well have been of interest to other schools.

I. Summary

The data received from this survey of northern and southern California Junior Colleges has been quite revealing as to the nature and scope of new developments in these evening programs. No one could doubt the fact that many of these colleges have been quite innovative in many different aspects of the evening college. Some general conclusions follow:

1. Most of the junior college evening administrators are in favor of educational experimentation in the evening classes.

2. Some of the colleges are beginning to use new teaching techniques such as programmed instruction, educational and closed circuit television, language laboratories and team teaching in their evening programs.

3. Not very many colleges provide for credit-by-examination, but some of them do admit qualified high school students to evening classes under special conditions.

4. Very few of the colleges have developed an educational materials preparation center for faculty in the evening.

5. Several of the colleges had developed remedial courses in general education subjects, but very few of the colleges offered honors courses in the evening.

6. Special audio-visual services for faculty members had been developed in most of the evening colleges.

7. Very few evening colleges had added new general education courses to their schedule, while practically all of the schools have added vocational-occupational courses because of community needs and demands.

8. Not too many of the colleges had developed any forms of work-study projects for evening students, and practically none of the colleges offered pre-vocational courses, perhaps, because of a misunderstanding of the meaning of the work, "pre-vocational".

9. Very few of the colleges had any type of activity program especially designed for evening college students, and also very few of the colleges had any type of financial aid program for evening students, probably because of the fact that few requests for such aid come from evening students. Health services are generally not available to evening students.

10. Most of the colleges provided evening counseling. Some have developed counseling programs in the evening that appear to meet the needs of the evening students. Evening students are generally not required to meet with a counselor unless matriculation requirements force them to do so. Some of the colleges have experimented with full-time evening counselors, but most of the colleges schedule regular day counselors at night on a part-time basis. This permits the courselors to be more in touch with the total college counseling program.

11. A few of the colleges require full matriculation on the part of all evening students. Most of the colleges, however, do not require the evening student to matriculate unless he enrolls in more than six units or becomes eligible for graduation.

12. Practically none of the colleges have had any success with vocational placement services. Students do not take advantage of this service in the evening for a variety of reasons.

13. A few of the colleges have developed a rather complete system of orienting and supervising new evening instructors by employing the services of department heads and "master teachers" from the day program. Most of the colleges do little more than hold a once-per-semester orientation session, however. A lack of funds for in-service training of this type is found in most of the junior colleges.

14. Most of the junior colleges have had relatively little difficulty in obtaining evening college faculty in most subject matter areas. Vocational advisory committees have been used to obtain faculty members in some of the colleges.

15. Very few of the colleges provide any reader time or office hours for evening faculty. More should be done in this respect for the benefit of the students and the faculty.

16. A majority of the colleges have developed evening forums, lecture series, and other programs for students as well as the community in general. Activities of this type will increase in the future to meet community needs. When certain professional or vocational groups hear of special institutes, conferences or seminars that other junior colleges have presented in their area, they then usually approach their own local institution to see if a similar program can be scheduled.

17. Advisory committees provide a real service to the colleges in such activities as program development, placement of students, assistance with work study programs, advisement on new developments in their occupational area, recommendation of instructors, and the acquisition of teaching aids and materials. These committees work best when they can realize a real sense of achievement and accomplishment. They should be given recognition for their suggestions and accomplishments whenever possible.

18. Many of the colleges are using community facilities off campus for a part of their evening college program. Some of this expansion has been done by choice (fire stations, police stations, industrial plants, etc.) and some of it by necessity (college centers in outlying parts of the district and in situations where all classrooms are being utilized during the evening on campus). Unless the state and federal governments provide massive financial assistance for construction in the very near future, more and more junior colleges will be forced to seek classroom space off campus. In 1965 there were 581,589 full and part-time students enrolled in California Junior Colleges.[1] By 1975 there will be 902,365 total enrollments in these institutions. Even with the new colleges now on the drawing boards California Junior Colleges will not be able to accommodate this many students in present facilities. Long range planning must include the possibility of using other community facilities, particularly in the evening.

19. Different ways of scheduling classes to accommodate more students in existing facilities were reported by several of the colleges. Some colleges have found it necessary to extend the evening schedule in several ways. A few of the colleges begin the evening schedule at 4:00 P.M. and extend it to 11:00 P.M. A few of the colleges schedule classes on Friday evenings and Saturday mornings. These innovations in scheduling are usually not made until a pronounced need arises, however. Many of the junior colleges will probably be forced to consider these possible schedules in the near future because of increasing enrollments.

20. The financial support of California Junior Colleges is becoming a very important topic of discussion among California educators. The junior college program which offers a two-year college education to California citizens free of charge is coming under an increasing barrage of criticism. However it does seem to be quite contriductory to talk about extending educational opportunities to citizens on the one hand and how large a tuition fee we will charge them on the other. Three

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[1] Coordinating Council for Higher Education, A Consideration of Issues Affecting California Public Junior Colleges, April, 1965, Sacramento: California Office of State Printing, p. 14.

of the colleges in this study are already charging small fees to adults in their programs. Local junior college tax rates seem to be about as high, in most cases, as they can go. More and more local "tax-override" elections are failing because the local property owner has just about reached his limit on property taxes. More and more the junior colleges must turn to the state for additional financial support. The Master Plan for Higher Education in California recommended that the State of California increase its support of junior colleges to approximately 45 percent, to be achieved not later than 1975.[1] The present level of support by the State is approximately 30 percent. In view of the fact that a large majority of evening students in the junior colleges are adults, it would also provide considerable more financial support if the current practice of providing a lower rate of reimbursement for the A.D.A. of "adults" than for the A.D.A. of those students defined as "minors" be eliminated. The definition of an adult was established in 1953 by Section 6352 of the California Education Code. In fact the junior colleges would be much better off if the current method of counting A.D.A. as a basis of state financial support was to be eliminated. The college has practically the same cost or expense whether a student who enrolls at the beginning of the class continues to attend or not. A more equitable basis of such financial support would be a Full-time-equilivant (F.T.E.) plan where the college was reimbursed by the State on the basis of class enrollments and not class attendance. This is particularly applicable to evening classes where dropout rates are generally higher than in the day program.

21. Most of the colleges are using machine data processing techniques to improve the efficiency and effectiveness of many different administrative functions, including the registration of students. Many of the colleges are providing classes in machine data processing and computer techniques. It can be safely predicted that more colleges will find even greater uses of these devices not only to increase administrative efficiency, but also to improve instruction in programmed learning situations and other applications.

J. Projections

This study has provided the writer with many new insights in the junior college evening programs. In sharing some of these concepts with the reader it is hoped that some will gain new inspirations and motivations regarding these programs from a multidimensional point of view. The writer plans to develop the instrument used in this study so as to obtain information regarding these evening programs that is more comprehensive and descriptive. He also hopes to make the questionnaire easier to complete and more adaptable to the compilation of data. Broader coverage of California Junior College Evening Programs is also desired. A study of 30 of the 75 institutions can give some insights as has been shown in this report, but a more comprehensive coverage, providing greater representation, would be more desirable. Such a study is planned for the future. Dr. Fredrick C. Kintzer, U.C.L.A., deserves credit for encouraging me to continue this study in conjunction with his study of these programs across the nation. Credit must also be given to Dr. B. Lamar Johnson and Bruce Monroe of U.C.L.A. for their suggestions and encouragement during this study.

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[1] Master Plan Survey Team, A Master Plan for Higher Education in California, 1960-1975, 1960, Sacramento: California State Department of Education, p. 13

APPENDIX A

QUESTIONNAIRE REGARDING EVENING PROGRAMS IN CALIFORNIA JUNIOR COLLEGES

from Carroll S. Price, Assistant Dean of Instruction, Chaffey College

As a result of the October meeting of the Southern Counties Deans of Extended Day Association, Bruce Monroe and I have agreed to compile data on Southern California Junior College Evening Programs. This data will be utilized by Dr. B. Lamar Johnson, Professor of Higher Education, U.C.L.A., in a presentation that he will make to the Association on May 20, 1966 at San Diego City College. A copy of the final report of this survey will be sent to you as soon as possible. Several Deans have stated that information of this type is often helpful in making decisions regarding new policies, procedures and facilities. Your cooperation in completing this questionnaire will be greatly appreciated by all concerned. Please complete the form and return it as soon as possible.

NAME OF YOUR COLLEGE: _____

YOUR NAMF AND TITLE: _____

1. Please indicate the following information regarding your evening college program for Fall Semester, 1965: (For purposes of this questionnaire please consider that portion of the total college program which occurs after 4:30 P. M. unless indicated otherwise.)

   A. Total fall college enrollment for 1965: _____

   B. Total fall college enrollment for the following years (if available):

      1960: _____ 1963: _____

      1961: _____ 1964: _____

      1962: _____

   C. Total evening college enrollment for 1965: _____

   D. Total evening college enrollment for the following years (if available):

      1960: _____ 1963: _____

      1961: _____ 1964: _____

      1962: _____

   E. Number of adults enrolled in evening classes: _____

   F. Number of courses conducted after 4:30 P. M.: _____

   G. Number of courses in the evening that are nongraded: _____

   H. Number of regular day faculty teaching in the evening: _____

   I. Number of part time faculty teaching in the evening: _____

K. Salary schedule for regular day faculty teaching in the evening above the normal teaching load:
(If you care to submit information in addition to that submitted at the October meeting.)

(1st year): _____

(2nd year): _____

(3rd year): _____

L. Salary schedule for part time faculty paid on an hourly basis:
(If you care to submit information in addition to that submitted at the October meeting.)

(1st year): _____

(2nd year): _____

(3rd year): _____

M. Number of administrators assigned to the evening program: _____

N. Name and title of evening college administrators:

Name	Title	Percent of time assigned to the evening program

O. Name, hours and days of counselors assigned to evening program:

Name	Hours	Days

2. Are you in favor of educational experimentation in the junior college evening program, and then later applying the results of successful experiments to the entire college program?

Yes: _____ No: _____

Please explain your answer: _____

_____

_____

_____

_____

3. The following questions deal with educational innovations that have occurred in some junior colleges. If any of these new developments have been initiated in your evening college program, please give a brief description of the technique and a short evaluation of the success of the innovation. Please use additional sheets of paper if necessary.

A. Improvement of Instruction — YES — NO

1. Do any of your instructors use programmed teaching techniques in the evening program? ____ ____

If so, please describe: _____

_____

_____

_____

_____

2. Do the evening instructors utilize any form of educational television, closed circuit television, video tape, radio, or telephonic classroom installations? ____ ____

If so, please describe: _____

_____

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_____

3. Do the evening instructors make use of a language laboratory in graded or ungraded language courses? ____ ____

If so, please describe: _____

_____

_____

_____

_____

	YES	NO
4. Does your college make use of any form of team teaching in the evening classes?	____	____

If so, please describe: _____

_____

_____

_____

_____

	YES	NO
5. Does your college provide for credit-by-examination or any form of advanced placement which would be applicable to evening students?	____	____

If so, please describe: _____

_____

_____

_____

_____

	YES	NO
6. Do you have an educational materials center (in addition to the library) available to the evening college faculty?	____	____

If so, please describe: _____

_____

_____

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_____

	YES	NO
7. Does the evening college provide any special audio-visual services to faculty members?	____	____

If so, please describe: _____

_____

_____

_____

_____

B. New Programs YES NO

1. Have you developed any new general education courses or programs in the evening college? ____ ____

   If so, please describe: _____

2. Have you developed any new professional, occupational or vocational courses or programs in the evening college? ____ ____

   If so, please describe: _____

3. Does the evening college offer any type of occupational or vocational work-study program? ____ ____

   If so, please describe: _____

4. Have you developed any special pre-vocational courses for the evening college? ____ ____

   If so, please describe: _____

	YES	NO
5. Do you have any type of program in which qualified high school students can enroll in evening college classes?	____	____

If so, please describe: _____

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_____

_____

6. Have you developed any new type of remedial or honors course or program in the evening college?	____	____

If so, please describe: _____

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_____

_____

C. Student Services

1. Have you developed any activity program especially for evening college students?	____	____

If so, please describe: _____

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_____

_____

2. Does your college provide any type of financial aid especially for evening college students?	____	____

If so, please describe: _____

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_____

_____

	YES	NO
3. Do you have any kind of health services or insurance available to evening students?	____	____

If so, please describe: _____

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D. Counseling Services

1. Have you developed any new policies or procedures in counseling evening students?	____	____

If so, please describe: _____

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2. Does your college have any new matriculation requirements that are applicable to evening students?	____	____

If so, please describe: _____

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_____

_____

3. Have you developed any new vocational placement services or programs for evening students?	____	____

If so, please describe: _____

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_____

E. Evening College Faculty

	YES	NO
1. Do you use the evening college as a "training ground" for new instructors? (Full time)	____	____

If so, please describe: _____

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_____

2. Have you developed any unique methods of orienting and supervising new evening college faculty members?	____	____

If so, please describe: _____

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3. Have you utilized any new methods that have been successful in obtaining additional faculty for the evening college?	____	____

If so, please describe: _____

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_____

4. Do you provide reader time or release time for the evening college faculty?	____	____

If so, please describe: _____

_____

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_____

	YES	NO
5. Have you developed an in-service training program for evening college faculty?	____	____

If so, please describe: _____

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_____

6. Have you made arrangements for faculty office hours for evening college students?	____	____

If so, please describe: _____

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_____

F. Community Services and Relations

1. Have you developed any innovations in relation to the community service program in the evening college?	____	____

If so, please describe: _____

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2. Does your college provide a forums program (lecture program) that is available to evening college students?	____	____

If so, please describe: _____

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_____

YES NO

3. Have you developed any new methods of enhancing the contributions that vocational advisory committees can make to various college programs? ____ ____

If so, please describe: _____

_____

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_____

4. Has your college made any new arrangements whereby community facilities are being utilized in the evening college instructional program? ____ ____

If so, please describe: _____

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_____

G. Administrative and Financial Aspects of the Evening College

1. Has your college made any innovations in class scheduling that have increased the effectiveness of the evening college program? ____ ____

If so, please describe: _____

_____

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_____

_____

2. Has your college developed any new methods of financing evening college classes and student activities in the evening? ____ ____

If so, please describe: _____

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_____

_____

_____

	YES	NO
3. Has your college made any recent innovations in improving classroom-laboratory utilization for the evening program?	____	____

If so, please describe: _____

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_____

4. Are you using any new facilities or equipment in your evening program that might be of interest to other junior colleges?	____	____

If so, please describe: _____

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_____

5. Are you using machine data processing techniques in registering evening students or in any other administrative process in the evening college?	____	____

If so, please describe: _____

_____

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6. Have you developed any new techniques of campus communications during the evening at your college?	____	____

If so, please describe: _____

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_____

H. If there have been any other educational innovations in your evening college program that have not been listed before, please describe them briefly:

Your cooperation in completing this questionnaire is most appreciated. Please return the completed form to: Carroll S. Price, Assistant Dean of Instruction, Chaffey College, 5885 Haven Avenue, Alta Loma, California 91701

APPENDIX B

ENROLLMENT STATISTICS AND OTHER DATA OBTAINED FROM QUESTIONNAIRES

College	1965 Total Fall Enrollment	1961 Total Fall Enrollment	Percent Growth	1965 Evening Enrollment	1961 Evening Enrollment	Percent Growth	Evening Percent of Total
1. Cabrillo	2,879	1,241	123.2	861	512	68.2	29.9
2. Diablo Valley	10,300	7,500	37.3	5,050	3,800	32.9	49.0
3. Foothill	10,694	5,517	93.8	4,289	3,054	40.4	40.1
4. Glendale	3,483	3,036	14.7	2,743	2,264	21.1	78.8
5. Laney	6,000	3,214	86.6	3,000	1,973	52.0	50.0
6. Marin	10,096	--	--	5,738	--	--	56.8
7. Merritt C	7,304	--	--	--	--	--	--
8. Mt. San Antonio	11,601	8,727	32.9	5,550	4,551	21.9	47.8
9. Sacramento City	5,738	3,650	57.2	4,502	--	--	78.6
10. San Jose City	9,365	8,286	13.0	5,292	4,398	20.3	56.4
11. San Mateo	19,181	12,275	56.3	11,377	7,923	43.3	59.3
12. Sequoia	2,421	1,847	31.1	1,892	--	--	78.1
Total	99,062	55,293	546.1	50,294	28,475	300.1	624.8
Average	8,255	5,529	54.6	4,572	3,559	37.5	56.8
Northern Average*	8,398	5,466	62.3	4,722	3,611	42.9	55.4

*Colleges located north of Bakersfield

APPENDIX B
(continued)

ENROLLMENT STATISTICS AND OTHER DATA OBTAINED FROM QUESTIONNAIRES

College	No. of Adults Enrolled	No. of Courses After 4:30 P.M.	No. of Nongraded Courses	No. of Full-time Day Faculty[1]	No. of Part-time Faculty	Top Salary Full-time Evening	Top Salary Part-time Evening
1. Cabrillo	861	72	0	53	19	$11.67[2]	$11.67[2]
2. Diablo Valley	4,700	200	2	55	130	7.50	7.50
3. Foothill	2,545	206	0	63	139	8.50	8.50
4. Glendale	3,176	136	76	64	81	6.70	6.70
5. Laney	1,030	200	19	41	2	7.50	7.50
6. Marin	--	169	100	30	120	9.00	9.00
7. Merritt	--	--	--	--	--	7.50	7.50
8. Mt. S.A.C.	4,694	197	0	81	154	9.00	9.00
9. Sacramento C.	2,122	141	8	40	46	7.78	7.78
10. San Jose C.	--	298	4	82	177	8.00	8.00
11. San Mateo	9,234	428	75	93	278	10.50	10.50
12. Sequoia	2,100	116	12	31	59	7.50	7.50
Average	3,385	202	33	57	100	8.43	8.43

[1] number of full-time day faculty teaching in the evening

[2] $210 per teaching unit (1 lecture hour per week)

APPENDIX C

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